The Use of Technology in Enhancing Social Studies Learning: a Review of Current Trends and Research Findings

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Abstract

Supporting factors in the learning process are needed: technology that is able to improve the quality and quantity of learning and is able to help teachers understand students' interest in learning social studies. Technology that can help teachers and students to use media. Finding out how technology may help students succeed in social studies was the focus of this research. Teachers and students both stand to benefit from increased access to and usage of technologically advanced instructional materials. In this research, a literature review method was used. Grounded theory research, which in this case investigates the use of technology in social studies education, is conducted with the overarching goal of comprehending ideas that ultimately constitute theory. The findings of this research suggest that educators and their students may benefit from making better use of technology in the classroom. Educators' willingness and skill in using learning models to further education must keep pace with technology's fast improvement.

***Keywords**: Benefits, Technology, Learning*

Introduction

One of the media in education is the incorporation of information and communication technology into the preservation of historical relics. Humanities and Social Sciences [1]. The word media is derived from the Latin word meaning "medium" (media) [2]. In its original context, it meant one who acted as a go-between. The common definition is any medium that can transmit data from its origin to its destination.

Media, according to the AECT, is anything that people use to channel messages [3]. Gagne, on the other hand, sees media as a kind of instructional context that might motivate students to study [4].

Rapid globalization is a direct result of scientific and technological progress, notably in the area of information and communication technology, which in turn affects many other industries [5][6][7]. The loss of borders between countries can bring ease of transfer of information and technology from one country to another [8].

With the internet network, all information has become much easier to spread to all corners of the world [9][10][11]. Students' understanding of current social concerns may be bolstered by incorporating digital literacy into their study of the social sciences [12].

This is also in line with the concept of social studies learning, which makes human life the subject of study [13]. The nature of human life is dynamic and never stops, but it is always active and demands renewal in every learning process [14]. Thus, ease of access to information and knowledge is needed for the effectiveness of social studies learning [12].

The 21st-century learning approach emphasizes the importance of mastering the 4Cs (Critical Thinking, Collaboration, Communication, and Creativity) to prepare students who are ready to face challenges in the global era [15]. Global curriculum development emphasizes the function of the curriculum to realize equality and a far-sighted curriculum outlook, responding to the challenges of the times [16]. In line with this, an important issue that needs to be highlighted in the discussion in this article is how curriculum design and implementation in social studies is adaptive in responding to the digital generation [17].

Student-driven learning may be supported via the use of integrated technology by facilitating interactions between students both locally and globally [18][19]. However, distance learning still leaves new challenges in managing classes, especially in elementary schools [20][21]. Teachers need to prepare digital classrooms to build a fun, warm, comfortable, safe, and interactive learning atmosphere [22]–[25]. To make this happen, proper learning management is needed.

The integration of character education in technology-based learning media will help create holistic learning, strengthen the learning experience of students, and form a quality young generation with good character [26]. In addition, this approach will also help prepare students to face challenges and changes in the era of Society 5.0 by thinking and acting ethically, critically, and innovatively [27]. The integration of character education using technology-based media is an effective means of reinforcement in character education. In today's digital era, technology has become an important part of everyday life and also in the learning process [28].

However, keep in mind that the use of technology-based media in character education must also be accompanied by the selection of the right content, careful monitoring, and the right approach in order to have a positive impact in accordance with the objectives of character education [26]. In addition, teachers and educational institutions must also continue to act as facilitators and companions in the character learning process so that the desired values and characteristics can be instilled well in students [26].

The development of science and technology has an exponential characteristic. That is, it is accelerating because the results of one stage become the basis and reason for the next stage [29]. Judging from its economic role, technology is the main driver for the creation of economic added value. This added value is enjoyed by economic actors, thus increasing the quality of life [30].

With the increase in the quality of life, the greater the impetus for the creation of added value so that the improvement of the quality of life is sustainable [30]. It's not shocking that not only is its progress quickening, but so is science and technology's place in contemporary society [31].

Health, agriculture, economics, the social sciences, the natural sciences, and so on all benefit from the active growth of knowledge [32]. However, on closer inspection, four areas of strategic science and technology will determine the future of the world and, therefore, will develop rapidly and with high priority for humanity.

The technological processes and products produced, not all of them can be utilized and can be relevantly utilized for education, especially for learning processes and outcomes. Technological products such as biotechnology, microtechnology and materials are not directly used as tools and materials for learning [33]. Thus, technology that is directly relevant to learning is adapted to the meaning of learning itself. Ase Suherlan stated that learning is

essentially transactional communication that is reciprocal both between teachers and students and students with students and the learning environment in an effort to achieve learning objectives. From the meaning of learning above, there is a core meaning that learning must contain elements of communication and information [34].

Social Sciences (IPS) is a simplification of the disciplines of social sciences and humanities, which are basic human activities organized and presented scientifically for educational purposes. "Social Sciences (IPS) is an educational program and not a separate sub-discipline, so it is not contained in the nomenclature of philosophy of science, social sciences, or education" [35].

In the above review, the purpose of this study is that this era is marked as an era of knowledge, where information is so easy to obtain and process it is necessary to equip students with problem-solving skills, critical reasoning skills, creativity, independent learning strategies, meta-cognitive, social skills, cooperation, resilience, and various other skills needed to face global challenges.

Method

The approach used in this study is a Literature review. In line with this type of research, the purpose of this study is to analyze and synthesize various research results and the results of thoughts that have been produced previously [36]. The main

purpose of research that uses this approach is to develop an understanding of concepts, which eventually become theory; this stage is known as grounded theory research, which in this study focuses on the use of technology in social studies learning.

After the literature under review is determined, the next stage is to analyze and synthesize qualitative findings. The themes in the appropriate articles are compared and summarized between one another to get new theories or concepts or a deeper and more thorough level of understanding. The final stage is to organize preview writing by compiling the main idea / main topic of the various articles reviewed.

In data search, researchers search related journals through Google Scholar, Sinta and Scopus. With the keywords used, namely "technology embedding in social studies learning". Researchers use and utilize ten journals that have been found and will be used as data on the frame of mind for writing scientific papers.

Results and Discussion

The results of 10 journals were used as a discussion, namely about the cultivation of technology in social studies learning. The results of the research obtained by researchers are presented in the table below. The reference sources used in this paper refer to the latest sources for the last three years (2020 –2023) that are quite reliable, such as academic manuscripts issued by the authorities, research results and other written sources.

Table 1. Results of Journal Literature Review Studies Obtained by Researchers

Nu	Name	Title	Results
1	Meduri, et al., (2022)	Website Application Effectiveness in Learning to Increase Interest Learning learners	Based on the findings of this study, educators and students may utilize online learning media to pique their curiosity in the subject matter and improve their motivation to study on their own time. Students have a strong desire to study.

2	Mu'ayyadah, et al., (2021)	Utilization of Technology as Google Classroom E-Learning Learning in Social Studies Subjects	The application of distance learning can use technology, such as E-Learning. Teachers are increasingly being asked to operate technology, especially social studies, which so far tends to be apathetic and traditionalist in its methods. E-learning gives rise to internet connections and information technology that supports the online learning process, namely Google Classroom. The focus of this research is on online learning utilizing technology by using the Google Classroom application in social studies material. Social science has an impact on social situations, and the use of technology is very useful in implementing online learning.
3	Widyawati, et al., (2023)	Utilization of Technology-Based Learning Media as a Contemporary Learning Tool for Social Studies Professional Teachers in the Application of Character Education Welcoming the Era of Society 5.0	Especially in the context of ushering in the Age of Society 4.0, the usage of technology-based learning media has become a modern learning tool that has a good influence on social studies professional instructors' application of character education. 5.0. The integration of technology in social studies learning can provide various benefits, such as Increasing Student Engagement and Participation, Facilitating Character Education, Enriching Learning Experiences, Improving 21st Century Skills, and Facilitating Measurement and Evaluation.
4	Narmi, et al., (2021)	Utilization of Learning Facilities and Resources in Social Studies Learning in Elementary Schools	The results of observations and interviews of learning facilities and resources strongly support learning activities because they make learning active and fun.

| 5 | Huda M. et al., (2022) | Utilization of Learning Videos Using Canva On Social Studies Learning… | The data shows that 90% of instructors at nine SD primary schools in Sungai Tarab said they required and consented to utilize animated video media created with the Canva program, which was used by 163 pupils in class IV (four). In an interesting finding, 84.4% of students and 90.0% of teachers both thought that animated video media created using the Canva program was necessary for social studies (Social Sciences) education. The results of this study suggest that educational institutions should use animated video content created using the Canva app into the teaching of social studies. |
| 6 | Syarifuddin, Anjarwati, Aisyah, dan Yuli Triana (2022) | Information Technology-Based Social Studies Learning Design in Elementary Schools | Education, like other luxuries, has benefited from the widespread availability of modern technology. Beyond the global shift, the education sector faces the difficulty of maximising technology's contribution to academic achievement across the board, from the documentation of learning to the development of effective learning methodologies. No matter how old they are, pupils constantly want enjoyable learning models or tactics, much as elementary school children. Taking advantage of technological advances while still providing students with a fun and engaging learning environment is possible with the help of games. Software for play or gaming. As an alternative to traditional textbooks, educational games like Quizizz may be used to teach primary school children. Because it is entertaining and has been shown to boost both cognitive |

			performance and time management, this educational game has several advantages over other forms of learning media.
7	Pebria Dheni Purnasari & Yosua Damas Sadewo (2020)	Utilization of Technology in Learning as an Effort to Increase Competition Pedagogical	The use of technology in teaching will encourage teachers to create technology-based learning processes. This training was conducted for teachers at SDN Wulungsari with a focus on the use of technology in online learning. Through this training activity, there is an increase in the ability of teachers at SDN Wulungsari in terms of technology-based learning management where the ability. It resides in academic competence.
8	Adam Mudinillah, Melisa Rezi, Wita Vricela (2022)	Utilization of VN Application as Social Studies Learning Media at the Level Elementary School	Video-based learning media that displays various images supported by explanatory sounds and musical tones that accompany the video. The advantages that can be utilized from this VN application in the learning process for social science subjects include increasing students' motivation in understanding the material because attractive animated images support it. In the assessment process, teachers directly observe positive changes. This study used a descriptive qualitative methodology.
9	Mauidhotul Mazarina & Nailariza Umami (2023)	The Effect of Technology-Based Utilization Kahoot Game to Student Response In Class VII Social Studies Learning SMP Negeri 1 Boyolangu	Data analysis findings include the use of technology-based Kahoot games on media have an impact on response with significance levels of 0.000 > 0.05. That way, Ha was accepted, so it can be concluded that the use of Kahoot! Games have a considerable positive impact on the response of students at SMPN 1 Boyolangu.

10	Maryam Mustika & Rahma Temarwut (2022)	Building Social Studies Teacher TPACK Through Moodle-based Blended Learning in Limited Face-to-Face Learning	Social studies learning through Moodle-based Blended learning is from several reviews. The research was found to build TPACK Social Studies Teachers who emphasized the skills of using technology integrated with academic and professional abilities in class. Learning using Moodle-based Blended Learning can also be used as a reference for social studies teachers in limited face-to-face learning, which is more fun and, of course, builds TPACK to be practised into limited face-to-face learning as a form of new habits in education.

The 10 publications presented here highlight the value of using digital resources into the study of social sciences. Media serves an important role in education by conveying content from its creator (the instructor) to the intended audience (the student). Also, the approach is a strategy for facilitating students' information intake and processing to the benefit of their educational goals. There are two key purposes of educational media that should be understood.

Several developments in the field of digital media education contribute to enhanced learning outcomes [37]. Students are able to engage in authentic learning experiences and collaborate with peers without physically convening in the same location. Digital technology is a new technology that will have a profound impact on what people learn, how people learn, and where people study, according to proponents of educational reform. Furthermore, based on the findings of his literature study, Warschauer noted that social, cultural, and economic variables shape and limit the transformation of education in the digital age, and hence shape the character of digital learning [38].

Education must not only follow the rapid development of technology but also must use widespread technology that can be used as a learning medium for students so that education as a big investment for a nation can develop well following the changing times [39]. The field of Social Sciences (IPS) is often considered a complicated subject, and little interest in this field of study. This is because social studies lessons are only seen as material memorization orientation. After all, that is the low motivation of students for social studies lessons [40].

The use of technology in education is very helpful in supporting learning. By using today's technology, the teaching and learning process can attract more, and students will be more excited about the teaching and learning process. Education has many fields, one of which is Social Sciences (IPS). Social studies learning aims to stimulate students' thinking and social skills that they can use in everyday life [41].

The incorporation of digital tools into the educational process is a brave step into the future. In order to make such a step, one must be innovative, creative, persistent, and brave enough to acknowledge that the nature of knowledge has changed in the context of the digital world [42].

Here are a number of digital technologies that teachers can use in improving the quality of the learning process characterized by active learning, knowledge construction, inquiry, and exploration in students both when they are in the classroom physically and are far from the reach of the teacher.

As an effort to make students more independent when carrying out learning both outside and inside the classroom, e-learning media can be used, which is displayed as a learning website [43]. Lancashire explains that linking multimedia to websites makes students and educators benefit [44]. For example, can access more complete learning resources, use hyperlinks, learning materials can be updated at any time; materials can be accessed at any time and can store files not found in books, such as videos, molecular graphs and spectra [45].

Challenges teachers face when using technology, according to research data. First, the instructor's ignorance of the media. Secondly, the wifi and electricity in the school are abnormal. Third, teachers are not required by schools to use technology in their learning.

Research findings show that teachers continue to have difficulty in using technology as a teaching tool. These issues include teachers' lack of technology expertise, lack of technology facilities in schools, abnormal electrical currents, the inability of the internet to reach all classes, and lack of requirements from schools that teachers must use technology. It is recommended that school staff create technology procurement guidelines through training, workshops and seminars to implement some of the barriers to adopting technology as a medium of learning [45].

Table 1 displays research findings that demonstrate how website learning media can be used to pique students' and teachers' curiosity about learning beyond the classroom. This, in turn, can encourage both parties to engage in supplemental study outside of class time.

Moreover, several studies show that incorporating educational media into social studies and elementary school learning via ICT can provide clear information for students, clarify messages so as to not be too verbalistic, overcome limitations of space, time, energy, and sensory power, incite passion for learning, promote more direct student-teacher interaction, and permit students to learn in ways that are more convenient for them [46].

Conclusion

Teachers and students alike stand to gain from exploring the ways in which technology might enhance learning, and this is particularly true in the realm of social studies. Educators' willingness and capacity to use learning models for the betterment of education must keep pace with the fast growth of technology.

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